



P.S. 018 JOHN G. WHITTIER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 018 JOHN G. WHITTIER
ADDRESS: 221 BROADWAY
TELEPHONE: 718-442-0216
FAX: 718-720-1558

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010018 **SCHOOL NAME:** P.S. 018 John G. Whittier

SCHOOL ADDRESS: 221 BROADWAY, STATEN ISLAND, NY, 10310

SCHOOL TELEPHONE: 718-442-0216 **FAX:** 718-720-1558

SCHOOL CONTACT PERSON: Robert Rodriguez **EMAIL ADDRESS:** RRodrig18@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marianne Troia

PRINCIPAL: Mr. Robert Rodriguez

UFT CHAPTER LEADER: Deborah Poleschuck

PARENTS' ASSOCIATION PRESIDENT: Freda Young

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN - N303

NETWORK LEADER: KATHLEEN LAVIN/Olga Mejia-Glenn

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|-------------------|---|-----------|
| Marianne Troia | chairperson/uft | |
| Maryanna Crawford | UFT Member | |
| Linda Santore | UFT Member | |
| Deborah Poleshuck | UFT Chapter Leader | |
| Freda Young | PA/PTA President or Designated Co-President | |
| Michelle Mills | PA/PTA President or Designated Co-President | |
| Maria Padilla | Parent | |
| Pearl Friedman | UFT Member | |
| rachel williams | Parent | |
| Candice Carter | Parent | |
| desiree prescod | Parent | |
| shaquanna bostic | DC 37 Representative | |
| Naomi Thompson | Parent | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 18 is located in the West Brighton section of Staten Island. It is contiguous to a housing project serving approximately 1300 families. P.S. 18 is a title I school qualifying as a universal feeding school with over 30% of our students having IEP's in self-contained special education and CTT classes. In 2008-09 P.S. 18 received an "A" on our progress report and a "B" in 2009-10. Based on the 2008-09 Accountability Report P.S. 18 is considered a school "In Good Standing". Unfortunately, P.S. 18 2009-2010 Accountability Report identifies the school "On Hold." P.S. 18 did not meet AYP in four subgroups.

We are implementing the NYC Department of Education scope and sequence in all subject areas. In 2010-2011 P.S. 18 will begin to focus on the implementation of the new "Common Core State Standards". We are fortunate to house a UFT Teacher Center Room. The UFT Teacher's Center/Literacy Coach continues to offer staff development with the cooperation of the teachers during common preps and with scheduled coverage's. The coach increases the time she pushes into the classroom and models lessons. The initiatives continue to include curriculum mapping, differentiation of instruction, and the integration of the Common Core State Standards.

Since the 2006-07 school year and continuing into the 2010-11 there was marked improvement in technology in our classrooms. We have three rolling laptop carts. We received grants from the Staten Island Foundation and the Borough President to bring Smart Boards into the majority of our classrooms as well as replacing the computers in our computer lab with 32 laptops. We have recently received an additional \$50,000 Borough President's Grant with which we will continue these initiatives replacing with 3 new desktop computers in each Kindergarten - 5th grade classroom as well as 2 in each Pre-K classroom

The most important key to our ability to improve has been the deep understanding we have accepted and embrace that all children do not learn the same way. Differentiation of instruction is the basis of success in teaching. Periodic assessment and a deep understanding of data are essential for true differentiation. Children must learn with all their senses and must be given the opportunity to discover and embrace different modalities.

We would like to increase academic intervention which benefits regular education children as well as children with disabilities and ELL's. The concept of forming Collaborative Inquiry Teams, focusing upon carefully selected students based upon data collection has been effective in the 2009-10 and 2010-11 school years. This initiative will be expanded. Grade teams have been formed to continue to monitor and support students who were selected, as well as select students who will become part of the program this year. 90% of our teachers will be involved in the Inquiry Team process during the 2010-11 school year.

Our arts programs include an art cluster teacher and music/recorder/band teacher. Exposure to the Arts have been facilitated through assemblies, such as the Hispanic Heritage Celebration, Holidays Around the World, and Black History Month Celebration.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | | |
|---|--|---|---------------------------------------|--|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | | P.S. 018 John G. Whittier | | | | | | | | |
| District: | | 31 | DBN #: | | 31R018 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | 54 | 54 | 54 | | | 89.5 | 91.2 | TBD | |
| Kindergarten | | 81 | 81 | 98 | | | | | | |
| Grade 1 | | 69 | 96 | 94 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 94 | 86 | 91 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 66 | 82 | 83 | | | 89 | 88.09 | TBD | |
| Grade 4 | | 90 | 71 | 94 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 5 | | 77 | 93 | 71 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 6 | | 0 | 0 | 0 | | | 84.2 | 84.2 | 93.2 | |
| Grade 7 | | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 8 | | 0 | 0 | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 9 | | 0 | 0 | 0 | | | 10 | 261 | TBD | |
| Grade 10 | | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | | | |
| Grade 11 | | 0 | 0 | 0 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 12 | | 0 | 0 | 0 | | | 7 | 2 | 0 | |
| Ungraded | | 10 | 9 | 8 | Special Education Enrollment: | | | | | |
| Total | | 541 | 572 | 593 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | | | | |
| | | | | | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | | | | |
| | | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 80 | 75 | 69 | Principal Suspensions | | 2 | 35 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 55 | 64 | 63 | Superintendent Suspensions | | 10 | 14 | TBD | |
| Number all others | | 34 | 39 | 30 | Special High School Programs - Total Number: | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: | | | | | CTE Program Participants | | 0 | 0 | 0 | |
| <i>(BESIS Survey)</i> | | | | | Early College HS Participants | | 0 | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | | | | | | |
| # in Transitional Bilingual Classes | | 0 | 0 | 0 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 62 | 52 | 40 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 11 | 8 | 16 | Number of Teachers | 54 | 56 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 18 | 20 | TBD |
| | | | | Number of Educational Paraprofessionals | 5 | 2 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 79.6 | 82.1 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 63 | 62.5 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 96 | 95 | TBD |
| American Indian or Alaska Native | 0.6 | 0.7 | 0.5 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.9 | 92.2 | TBD |
| Black or African American | 47.9 | 44.6 | 41.8 | | | | |
| Hispanic or Latino | 46 | 46 | 46 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.1 | 1.7 | 2.5 | | | | |
| White | 4.4 | 6.3 | 8.1 | | | | |
| Multi-racial | | | | | | | |
| Male | 52.9 | 53.5 | 51.4 | | | | |
| Female | 47.1 | 46.5 | 48.6 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | | | | | |
| Students with Disabilities | √ | √ | | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 98.7 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 8.5 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 22.9 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 56 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 11.3 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The following data tracks students from Grade 3 (in 2007), Grade 4 (in 2008) ending in Grade 5 (in 2009). The following performance trends have been identified:

All Students

- There has been a decrease in the number of Level 1's for "All Students" tested over the past 3 years (2007, 2008 and 2009)
- Of the 88 students who took the test in 2007 in grade 3 - 19 (21.6%) scored a Level 1, 31 (35.2%) scored a Level 2, 37 (42%) scored Level 3 and 1 (1.1%) scored Level 4.
- Of the 92 students who took the 4th grade test in 2008 - 16 (17.4%) scored Level 1, 47 (51.1%) scored Level 2, 29 (31.5%) scored a Level 3 and 0 scored a level 4.
 - Of the 90 students taking the fifth grade NYS ELA exam in 2009 - 0 (0%) scored a Level 1, 31 (34.4%) scored Level 2, 56 (62.2%) scored levels 3 and 3 (3.3%) scored Level 4.

Students with IEP's

- In 2007 there were 41 (46.6%) students with IEP's tested in the third grade, of those students 17 (41.5%) scored Level 1, 19 (46.3%) scored Level 2, 5 (12.2%) scored Level 3 and 0 scored Level 4.
- In 2008 there were 43 (46.7%) students with IEP's tested in the fourth grade, 12 (27.9%) scored at Level 1, 27 (62.8%) scored at Level 2, 4 (9.3% scored at Level 3 and 0 scored at Level 4.
 - In 2009 there were 42 (46.6%) students with IEP's tested in the fifth grade, 0 scored Level 1, 21 (50%) scored Level 2, 19 (45.2%) scored a Level 3 and 2 (4.8%) scored a Level 4.

General Education Students

- In 2007 there were 47 (53.4%) general education students tested in third grade, of which 2 (4.3%) scored Level 1, 12 (25.5%) scored Level 2, 32 (68.1%) scored Level 3 and 1 (2.1%) scored Level 4.
- In 2008 there were 49 (53.3%) general education students tested in fourth grade, of which 4 (8.2%) scored Level 1, 20 (40.8%) scored Level 2, 25 (51%) scored Level 3 and 0 scored Level 4.

- In 2009 there were 48 (53.4%) general education students in the fifth grade, of which 0 scored a Level 1, 10 (20.8%) scored Level 2, 37 (71.1%) scored Level 3 and 1 (2.1%) scored Level 4.

ELL Students

- 2008 was the second year ELL students were required to take the NYS ELA exam after one year of ELL instruction.
- In 2007 of the 14 3rd grade ELL students who were tested 4 (28.6%) scored Level 1, 8 (57.1%) scored Level 2, 2 (14.3) scored Levels 3 and 0 scored 4.
- In 2008 of the 13 4th grade ELL students who were tested 7 (53.8%) scored Level 1, 6 (46.2%) scored Level 2, and no one scored Levels 3 or 4.
- In 2009 of the 13 5th grade ELL students who were tested 0 scored Level 1, 8 (61.5%) scored Level 2, 4 (30.8%) and no one scored Level 3 and 1 (7.7) scored Level 4.

*** This data has been extracted from the 2006-2009 Data Summary Attachment on page

**** As soon as the 2009-10 test results have been released this data will be updated

What have been the greatest accomplishments over the last couple of years?

- Overall from 2007-2009 there's been a 9.3% decrease of Level 1 students in grades 3, (18.3%) decrease of Level 1 students in grade 4 and a 11.% decrease in Level 1 students in grades 5.
- In 2005-2006 P.S 18 received a "D" on its Annual Report Card, in 2006-07 P.S. 18 received to "B" in comparison to an "A" in 2007-08. In 2006-07 we received "Proficient with well-developed areas" on our Quality Review. In 2007-08 we received "well developed". In 2008-09 P.S.18 also received in any moving from the highs 60's range to the high 90's.
- The continued integration of the Core Knowledge Curriculum by E.D. Hirsch Jr. We are now under the CFN Initiative and will follow the new Common Core State Standards.
- The increase in professional development in pre-K. through grade five which meets the needs of teachers and students based on the data available to the staff supported by the Knowledge Network, our coaches, the UFT Teacher Center, the DOE and the District.
- An increase in the number of (CTT) Collaborative Team Teacher classrooms
- Three full-day Pre-Kindergarten classes
- becoming a UFTTC site in the fall of 2008 has continued to support all initiatives and in the upcoming school year will continue this support after school
- Meeting the social and emotional needs of our students for Character Education/Core Virtue Programs -- Superhero Assemblies and Community Outreach, SAPIS program including our student council and community outreach.

What of the most significant aids or barriers to the school's continuous improvement?

- Significant aids
 - Assistant Principal and UFT Teacher Center
 - Continued professional development (pending budget)
 - Stable staff - Highly Qualified teachers

- An increase of the available data - periodic assessments, ARIS, surveys, school-based assessment, and Fountis and Pinnell, conferencing as well as the formation of the inquiry team on every grade to address the needs of the selected students and the expansion of that team into many teams
- Improvement in the availability of technology in the classroom - Renzulli, introduction of Uptown Education and Samson's Classroom, etc.
- The increased use of Technology including Smart Boards, Renzulli Learning, Achieve 3000, and Starfall.
- \$5000 grant from Lowes for our Parent Coordinator and a \$50,000 grant from the Borough President to upgrade technology.
- Procurement of \$20,000 in grants through the Staten Island Foundation
- Full Core Knowledge Library
- UFTTC – Site/Resource Professional/Student Based materials
- Violence Prevention After-school program (pending funding)
- UAU-Beacon Center/ OST (Out-of-School Time) support/enrichment after-school program
- Robin Hood Library after-school hours 3 days a week

- Significant barriers
 - High student mobility
 - Majority of our students living at or below the poverty level
 - Students living in shelters and temporary housing
 - High number of ACS cases.
 - Attendance and tardiness
 - Budget cuts - loss of our literacy and math coaches, loss of 6 excellent classroom teachers, loss of a school aide, increase in class size, inability to offer a summer institute for professional development, limited; if any after school programs, major cut in OTPS funds.
 - Lack of funding in a timely manner to make major facility repairs (boiler, hot water heater, upgrade of electricity and plumbing throughout the building)
 - Limited AIS (Academic Intervention Services) due to budget cuts
 - Over 30% of school population have IEP's

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 1) To deepen our understanding of collaborative inquiry and CCSS, 20% of teachers (grades 4 and 5 teachers) and the Teacher Center Specialist will participate in a collaborative inquiry cycle that will help them meet the needs of students identified as bottom 1/3 (various subgroups), in an effort to accelerate learning through the integration of specific CCSS standards. <input type="checkbox"/> | <input type="checkbox"/> 20 % of teachers (4th and 5th grade general education teachers) and the Teacher Center Specialist will conduct and inquiry cycle with the focus on accelerating learning through the alignment and integration of specific reading and writing standards. |
| <input type="checkbox"/> 2) To increase the overall ELA progress, 50% of the bottom 1/3 of 4th graders (25 out of 50) will increase their independent reading level by three benchmarks from their point of entry (September 2010) as measured against their June 2011 T.C. ITA (running record). | <input type="checkbox"/> 50 % of the bottom 1/3 of 4 th graders (25 out of 50) will improve their reading comprehension and they will show an increase of three reading benchmarks in relation to their T.C. ITA (running record) from their point of entry (September 2010) as measured against their final (June 2011) T.C. ITA. |
| <input type="checkbox"/> 3) To focus on the progress of SPED students, 50% (18 out of 36) of SPED students in CTT classes (grades 4 and 5) will increase their reading comprehension by showing an increase of 10 points (from their point of entry-October 2010) as measured against their June 2011 ACUITY CUSTOMIZED ITA. | <input type="checkbox"/> 50% (18 out of 36) of the SPED population in CTT classes (grades 4 and 5) will demonstrate an increase of 10 points from their point of entry (October 2010) in relation to their CUSTOMIZED ACUITY ITA as measure against their final June 2011 CUSTOMIZED ACUITY ITA. |
| <input type="checkbox"/> 4) To focus on the skill of Writing, 50% (25 out of 50) of the bottom 1/3 of 5th graders will increase | <input type="checkbox"/> 50% of bottom 1/3 of students of 5 th graders (25 out of 50) will have an |

| | |
|--|--|
| <p>their writing baseline performance from their point of entry (September 2010- On Demand #1), by 5 benchmark points (within the range of 0-25) in relation to the 6 + 1 Six Traits of Writing as measured against their June 2011 end of year On Demand Writing Assessment.</p> | <p>increase of 5 writing benchmark points (based on the range 0-25) from their point of entry (September 2010) as measured against their end of year (June 2011) On Demand Writing Assessment.</p> |
| <p><input type="checkbox"/>5) To enhance teacher development with data driven instruction, 75% of teachers' school wide will engage in the administration and interpretation of the running record by zooming in on MSV (cueing system), and using specific data to differentiate through flexible grouping.</p> | <p><input type="checkbox"/></p> |

Subject Area
(where relevant) :

Inquiry Team

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>1) To deepen our understanding of collaborative inquiry and CCSS, 20% of teachers (grades 4 and 5 teachers) and the Teacher Center Specialist will participate in a collaborative inquiry cycle that will help them meet the needs of students identified as bottom 1/3 (various subgroups), in an effort to accelerate learning through the integration of specific CCSS standards.</p> <p><input type="checkbox"/></p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>By October 2010, all teachers will be introduced to the Common Core State Standards through several roll out activities that will include:</p> <ul style="list-style-type: none"> *An introduction to CCSS and the rationale behind CCSS. *A walkthrough of how to read and understand the CCSS document. *Roll out of the Literacy Strand <p>*A walkthrough of grade level standards using a text rendering protocol that will help teachers highlight significant parts relevant to their current work and future work.</p> <p>2) By the first week of October 2010, teachers will participate in a professional development activity clearly defining the steps in Phase I of the inquiry cycle. This professional development activity will be led by Mr. Rodriguez, Principal.</p> <p>3) By the end of October 2010, 4th and 5th grade general education teachers will finalize their Phase I plans. Phase I will consist of four steps that will help teachers define a priority based on school data. Teachers will also identify their target population along with long term goals that will be accompanied by short term goals (learning targets).</p> <p>4) By November 2010, 4th and 5th grade general education teachers will begin Phase II of</p> |

the inquiry cycle. The focus will be as follows:

* 4th grade teachers will focus on action plans that reflect literacy sub skills. They will begin aligning their actions plans (specifically sub skills) to the CCSS Literacy Standards.

*5th grade teachers will focus on action plans that reflect writing sub skills. They will begin aligning their action plans (specifically sub skills) to the CCSS Writing Standards.

*Analyzing student progress by using published pieces to measure and track short term goals in relation to the 6 traits of writing. (5th grade teachers)

*Analyze student progress by using data from informal running records that can help us measure and track how students are using MSV (cueing system). (4th grade teachers)

*Teachers will examine the conditions of learning through low inference data.

*Teachers in grade 5 will analyze student progress by using published pieces to measure and track short term goals in relation to the 6 traits of writing.

*Teachers in grade 4 will analyze progress by using data from informal and formal running records that can help them measure and track how students are using MSV (cueing system).

Teachers in grades 4 and 5 will meet on an ongoing basis to discuss the inquiry cycle and effective teaching strategies that can help other colleagues overcome challenges they might encounter. Teachers will be able to conduct inter visitations that will allow them to examine conditions of learning.

During Phase III, teachers in grades 4 and 5 will participate in professional development activities that will help understand how to:

*Analyze school wide systems that produce conditions of learning.

*Design and implement a system level change strategy.

Mr. Rodriguez, Principal will provide all professional development activities relating to the inquiry cycle.

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| | <p>By June 2010, all 4th and 5th grade general education teachers and the Teacher Center Specialist will finalize all data relating to the inquiry cycle. Phase III will conclude and teachers will provide feedback and suggestions for system changes. All documentation pertaining to this study will be collected and analyzed by supervisors.</p> <input type="checkbox"/> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <input type="checkbox"/> <p>Inquiry updates will be shared at monthly faculty meetings.</p> <ul style="list-style-type: none"> • Core/central team will meet with grade bands during one grade level meeting per month |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <p>*Informal and formal observations will be conducted by supervisors in relation to inquiry work and the effectiveness of small group instruction. *Agendas and sign in sheets for all inquiry team meetings. *Agendas and sign in sheets for all professional development activities conducted. *Phase I, Phase II and Phase III action plans reflecting the steps involved in collaborative inquiry. *Student data (running records and on demand writing) to monitor progress towards long term goal. *Agendas and sign in sheets for all inter visitations conducted by inquiry team members. *Low inference data that will help us analyze conditions of learning.</p> |

**Subject Area
(where relevant) :**

ELA

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <input type="checkbox"/> 2) To increase the overall ELA progress, 50% of the bottom 1/3 of 4 th graders (25 out of 50) will increase their independent reading level by three benchmarks from their point of entry (September 2010) as measured against their June 2011 T.C. ITA (running |
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| | record). |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>By September 15th, 2010, all 4th grade teachers will participate in a professional development activity that will focus on the administration and interpretation of the running record.</p> <p>2) By October 1st, 2010, all 4th grade teachers will complete their initial T.C. ITA and will begin using data for flexible grouping.</p> <p>3) By October 10th, 2010, 4th grade teachers will participate in a professional development activity that will help them understand the four steps behind PHASE I for inquiry planning.</p> <p>4) By October 15th, 2010, all 4th grade teachers will use their initial data and informal observations (from small group instruction) to create long term goals for their bottom 1/3.</p> <p>5) By October 29th, 2010, all 4th grade teachers will participate in a professional development activity that will help them use data (from Phase I) to create action plans for their long term goals (Phase II).</p> <p>6) By October 30th, 2010, supervisors will begin observing small group instruction in relation to the individual/small group long term goals. This process will be monitored on an ongoing basis throughout PHASE II.</p> <p>7) By November 30th, 2010, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of specific individual students. (Checkpoint 1: Short term goals)</p> <p>8) By December 15th, 2010, all 4th grade teachers will meet with supervisors to discuss student progress and the use of effective strategies for the particular learning targets in question.</p> <p>9) By December 23rd, 2010, all 4th grade teachers will administer the 2nd T.C. ITA and will use the results to measure student progress.</p> <p>10) In January 2011, all 4th grade teachers will participate in professional development that will focus on collecting low inference data that will help them evaluate the teaching and learning. They will be able to zoom into the conditions of learning in an attempt to evaluate the effectiveness of their own practice and of student learning.</p> <p>11) By January 2011, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 2: Short term goals)</p> <p>12) By March 2011, all 4th grade teachers will administer their 3rd T.C. ITA. They will use this data to monitor student progress and to revise action plans as needed.</p> <p>13) By April 2011, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 3: Short term goals).</p> <p>14) By the end of April 2011, all 4th grade teachers will begin evaluating and analyzing the</p> |

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| | <p>work that took place in PHASE II. They will use that data to plan for PHASE III,</p> <p>15) By June 2011, all 4th grade teachers will administer their final (4th) T.C. ITA. They will use this data to measure the outcome of the long term goal.</p> <p>16) By the end of June 2011, all 4th grade teachers would have completed PHASE III of the inquiry work. They will use all the collected data to recommend system changes based on their cycle experience.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>By the end of Phase II students will demonstrate an increase of at least two reading benchmarks.</p> <p>Supervisors will conduct formal and informal observations with a focus on small group instruction (differentiation).</p> <p>Grade level agendas and sign in sheets will be collected during each professional development activity.</p> <p>Supervisors will collect and review on an ongoing basis T.C. ITA data that will help them assist teachers in the monitoring and revising of long term plans.</p> <p>By June 2010, 50% of bottom 1/3rd of 4th graders will have increase their reading level by three reading benchmarks.</p> |

Subject Area
(where relevant) :

ELA

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>3) To focus on the progress of SPED students, 50% (18 out of 36) of SPED students in CTT classes (grades 4 and 5) will increase their reading comprehension by showing an increase of 10 points (from their point of entry-October 2010) as measured against their June 2011</p> |
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| | ACUITY CUSTOMIZED ITA. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>By October 5th, 2010, all CTT teachers will participate in a professional development activity that will help them learn how to customized ACUITY item banks.</p> <p>By October 2010, all CTT teachers will use their T.C. Running Record Data to set long term student goals with specific learning targets to measure.</p> <p>By October 2010, all CTT teachers will customized an initial ACUITY ITA in relation to student long term goals.</p> <p>By October 2010, all CTT teachers will participate in a professional development activity that will help them understand how to use data to differentiate instruction.</p> <p>By the end of October 2010, supervisors will conduct informal and formal observations with the focus of evaluating how well teachers are using data to differentiate.</p> <p>By November 2010, all CTT teachers will participate in a professional development activity that will help them interpret the ACUITY item analysis report. They will use this data to revise their plans as needed.</p> <p>By December 2010, all CTT teachers will customized a 2nd ACUITY ITA that will help them measure student progress in relation to their long term goal. They will use this information to revise their action plans as needed.</p> <p>By February 2011, all CTT teachers will customized a 3rd ACUITY ITA that will help them measure student progress in relation to their long term goal. They will use this information to revise their action plans as needed.</p> <p>By the end of February 2011, all CTT teachers will participate in a professional development activity that will help them analyze all gathered data in relation to their long term goals. They will begin thinking about the following:</p> <p>*What has worked well... *What challenges are in place.... *What are some next steps...</p> <p>10) By April 2011, all CTT teachers will customized their 4th ACUITY ITA that will help them measure student progress in relation to their long term goal. They will use this information to make final revisions to learning targets as needed.</p> <p>11) By June 2011, all CTT teachers will customize their final ACUITY ITA. They will use this data to measure the outcome of the long term goal.</p> |

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Supervisors will conduct informal and formal observations with a focus on small group instruction in relation to long term goals and action plans. Agendas and sign in sheets for all professional development activities. Teacher lesson plans should reflect small group instruction. Student progress should be evident throughout the 5 customized ACUITY ITAs. Revisions of action plans on an ongoing basis. Students should demonstrate progress of 10 points by June 2011.</p> |

Subject Area
 (where relevant) :

Writing

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>4) To focus on the skill of Writing, 50% (25 out of 50) of the bottom 1/3 of 5th graders will increase their writing baseline performance from their point of entry (September 2010- On Demand #1), by 5 benchmark points (within the range of 0-25) in relation to the 6 + 1 Six Traits of Writing as measured against their June 2011 end of year On Demand Writing Assessment.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Keys: Range 0-25 (points) Levels 1-4 1-10=Level 1 11-17=Level 2 18-21=Level 3 22-25=Level 4 Six Traits: Ideas, Sentence Fluency, Organization, Word Choice, Voice, and Conventions</p> <p>By October 2010, teachers in grade 5 will participate in a professional development to</p> |

focus on understanding how to use the writing rubric (6 + 1 traits of writing) in an effort to accurately place students in a specific level using a range score of 0-25.

By October 2010, teachers in grade 5 will participate in a professional development activity that will focus on using the writing data to create flexible groups for guided writing and small group instruction within the writing workshop. They will learn how to use the rating scale from the six traits to zoom into specific under developed writing skills (such as ideas, conventions, sentence fluency, voice, organization and word choice) that need further development.

By the end of October 2010, teachers in grade 5 will develop writing goals for their bottom 1/3 of 5th graders by using the gathered data from the 6 Traits of Writing. The action plans will reflect a course of action based on specific writing areas that students need to develop.

By the end of October supervisors will focus on ensuring grade level grading coherence in relation to utilizing the 6 + 1 Traits of Writing Rubric. The gathered data will be use to differentiate professional development as needed.

By November 2010, supervisors will focus on observations that will evaluate the effectiveness of data driven instruction (how well was the data matched to specific student needs and outcomes). Supervisors will provide feedback to assist teachers in the revision of goals as needed.

On a month by month basis using published pieces teachers will be able to monitor learning targets by measuring growth within specific identified writing weaknesses (in relation to the six traits). They will use this information to revise short term plans as needed.

By January 2011, 5th grade teachers will administer and analyze the 2nd On Demand Writing Assessment in relation to the 6 + 1 Traits of Writing. They will use this data to measure progress towards the long term goal.

By February 2011, 5th grade teachers will participate in a professional development activity that will focus on diving deeper into the writing data by evaluating conditions of learning through low inference data.

By May 2011, 5th grade teachers will administer the final On Demand Writing Assessment in relation to the 6+1 Traits of Writing. They will use the date to measure student progress towards the long term goal.

By June 2011, 5th grade teachers will participate in a professional development activity that will allow them to analyze all the data in relation to effectiveness of strategies. They will use this time to discuss what worked well, challenges and next steps for this particular population. They will also discuss system changes as it applies to the work that has taken place.

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Supervisors will conduct informal and formal observations with a focus on how well teachers analyze the running record and how they are using that information to drive small group instruction.</p> <p>*Supervisors will conduct learning walkthroughs that will examine how well teachers collect and move data (data binders).</p> <p>*Agendas and sign in sheets for all professional development activities.</p> <p>*Supervisors will collect copies of all running record data to monitor how well teachers are recording miscues and reading behaviors.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | 10 | 2 | | 5 |
| 1 | | | N/A | N/A | 12 | | | 3 |
| 2 | 11 | 11 | N/A | N/A | 12 | | | 3 |
| 3 | 11 | 11 | N/A | N/A | 12 | | | 4 |
| 4 | 17 | 17 | | | 10 | | | 2 |
| 5 | | | | | 20 | | | 5 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p><input type="checkbox"/> AIS will be given to all students who are not meeting standards using a pull-out and push-in model using Voyager Passport, Wilson, Foundations Double Dose, Acuity and computer programs such as Lexia Phonics, Lexia Guided Reading, Read Write and Type, Break Through to Literacy, Orchard Reading and Soliloquy Reading Assistance.</p> |
| <p>Mathematics:</p> | <p><input type="checkbox"/> AIS for all students in Level 1 and Level 2's based upon Item Skills Analysis, ARIS, NYStart, Acuity, Achieve It, Everyday Math assessments and tests, State Math Assessments as measured on the 2010 State Math Assessments, Everyday math games, Larson's Math and Orchid Math are utilized.</p> |
| <p>Science:</p> | <p><input type="checkbox"/> Science is incorporated into the literacy and math blocks. A science cluster stresses hands-on experiences. With the introduction of Foss and Delta Science Topics Kits in all grades science will be expanded to avoid repetition and give the children a broader more complete and richer understanding of science.</p> |
| <p>Social Studies:</p> | <p><input type="checkbox"/> Social Studies is incorporated into the literacy and math blocks. With the introduction of Core Knowledge Social Studies will be expanded to avoid repetition and give the children a broader more complete and richer understanding of Social Studies.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p><input type="checkbox"/> The General Education Guidance Counselor provides at-risk services to individuals, small group and large group. He counsels children who have been suspended in an effort to better introduce them back into the classroom environment.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p><input type="checkbox"/> The School Psychologist tests students for mandated services – no longer has time for AIS.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p><input type="checkbox"/> The Social worker meets with parents and does social histories. Works with at-risk students only in time of crisis. The social worker has a small case load of SBST counseling students.</p> |

At-risk Health-related Services:

Open airway classes for selected students, AED training and retraining for staff. AIDS lessons, nutrition program for all classes. Monitoring height, weight, vision and hearing. Our physical education teacher also works with the "FITNESSGRAM" program It's the only health-related fitness assessment to use criterion-referenced standards, called Healthy Fitness Zones, to determine students' fitness levels based on what is optimal for good health with all of our students. FITNESSGRAM was developed by The Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating fitness testing results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility.

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **NYCLES 154** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

I. Instructional Program

Directions: For the 2009-10 school year, our current data shows there were 13 children enrolled in the ELL program at PS 182. There are 12 students who are currently in the first grade, 6 in the second grade, 5 in the third grade, 7 in the fourth grade and 4 in the fifth grade. Of the 13 children in the program, 10 are Spanish speaking, 1 is Arabic speaking (a 5th grader), two speak Chinese (kindergartener and a 4th grader), and one speaks Sinhalese (a 5th grader).

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11. The NYSES AT results indicate the following: all 13 of our kindergartners are beginners. In the first grade there are 4 beginner students, 2 intermediate students and 2 advanced students. In the 2nd grade there is 1 beginner student, 3 intermediate students and 2 advanced students. In the 3rd grade all 5 students are intermediate. In the 4th grade there is 1 beginner student, 1 intermediate student and 5 advanced students. In the fifth grade there are 2 beginner students, 1 intermediate student and 1 advanced student. This gives a total of 21 beginner students, 12 intermediate students and 10 advanced students. The students also take the Spanish Lab where it is appropriate. An analysis of this data is completed prior to placement in our program. Our beginner and intermediate students receive 30 minutes of instruction per week. Advanced students receive 180 minutes of instruction per week. The program for the beginner students is pull-out while the ELL teacher pushes-in for the intermediate and advanced students.

Section I. Student and School Information.

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey (Levels) interviewed in English or their native language, where possible. The surveys and interviews are conducted primarily by our ELL teachers, Mayra Nicchio and Diane Milgrom. These teachers also administer the LAB-R to assess whether or not students are eligible to participate in our ELL program. The ELL teachers also conduct a parent orientation meeting where they explain the three program choices to the parents. Students to be served; entitlement letters are distributed in Parents Survey and Program Selection forms are filled out and returned.

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Non-LEP N/A. 18, we will continue to implement the Freestanding English as a Second Language program. We will pull-out our beginners in two groups during the beginning of the day for intensive language instruction. Our intermediate and advanced students will be clustered together in classes in order to implement our push in program. One of our intermediate and advanced groups is a pull out to accommodate these students in self-contained classes. Our ELL teachers have state certification.

School Building Instructional Program/Professional Development Overview

P.S. 18 has implemented a balanced literacy prototype following the workshop model. This rigorous model includes using a read aloud or shared reading activity to teach a specific strategy each week. Students complete constructed and extended responses and note taking activities. Guided and independent reading which focus on improving specific students weaknesses are completed every day. Everyday Math and Math Steps are used in all grades for math instruction. The Social Studies program follows the New York State Standards

and Core Knowledge curriculum. P.S. 18 has implemented the new science “kits” for all grades. ELL students also participate in the AIS program, a full continuum of special education services and our after-school programs. Instruction is customized to meet student’s needs and NYC performance and NYS learning standards. We also use a number of computer programs to supplement our program. Soliloquy Reading Assistance, Read, Write and Type and the Breakthrough through Literacy program are used to support the development of our ELL students.

The data indicates a number of implications for instruction. We must focus more on our beginner and newcomer students. With the recent decrease in our ELL population we have a majority of students speaking no English at all. As a result, we will continue to focus on our beginners in kindergarten through grade two by pulling them out at the beginning of the day for intensive instruction intending to support the ELLs in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also propose to institute a buddy system within the classrooms where the ELL students work closely with their English proficient counterparts to increase their language development. We also plan to continue with our after school program which we feel increases the opportunities for our ELL students to become proficient more quickly. Currently, we have one full time teacher and one teaching three days a week. This staff allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. It also allows us to provide transitional services to students who recently passed the NYSELAT. Our classroom teachers are focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student’s using reading strategies to improve their understanding.

Our parents, through our parent coordinator and bilingual social worker, continue to express an interest and need for help with homework. We will continue with our very successful ELL after school program, utilizing both Title 3 and other funding sources, which provide homework help and enrichment to our ELL population and our newly proficient students. This program has been very successful with over 80% of our ELL students participating. We will be instituting a collaborative team teaching model during the after school program where the ELL teacher rotates through the three after school classes working with the teachers applying strategies which will benefit the students. Four teachers will be working in the after school program. Three of them hold common branch licenses and one holds an ELL license. The program will run from 3:30 to 5:30 on Tuesday, Wednesday and Thursday afternoons. We have already begun the program using another funding source but hope to extend the program until May 28th. The students are broken into three groups based on their age level. The first group is kindergarten and first grade students, the second group is second grade students and the third groups is third, fourth and fifth grade students. The second grade group has 12 students. There are 15 students in the other two groups. The teachers are focusing on balanced literacy, writing and increasing student vocabulary through content area instruction. They are also creating an environment that is print rich to expand our ELL student’s vocabularies. The students will also have support with homework. The teachers use their leveled classroom library and our teacher’s resource room to provide the children with a literature rich environment which crosses the content areas. The decisions which were made when determining the focus of the program were based on student data. Writing is consistently the area of great weakness for the majority of our ELL population. Reading is the next area of concern with a majority of students scoring below level. The strengths of our students were listening and speaking. We found these trends to be consistent across the grades. One of the goals of the program is to extend the instructional day for literacy to help the students become proficient more quickly. We will be using Title 3 funds to purchase independent reading books on level A through G for our kindergarten, first and second grade students.

II. Parent/community involvement:

Our parents, through our parent coordinator and bilingual social worker, continue to express an interest and need for after school support for our students. We will continue with our very successful ELL after school program, utilizing Title III and other funding sources. We have found this to be an overwhelming success with a majority of our ELL students participating. We also provide support for our newly proficient ELLs who are transitioning into the mainstream.

We are also looking to use our Title III funds to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for January 12th, January 26th, February 9th, February 23rd, and March 9th. They will run from 3:30 to 5:30 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted at our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20 parents attend each session. The workshop titles are as follows: 1) Life Skills as it pertains to your student at school; 2) How to help your child with their homework; 3) Foundations; 4) Social Skills for your child; 5) Preparing your child for the NYS ELA and Math tests. There are no supplies which need to be purchased

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

The professional development the teachers will receive this year will be at no cost to the Title III program. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments – these designations can assist teachers in differentiating instruction for their students. We will continue to focus on implementing a structured prototype during balanced literacy. The prototype also integrates science and social studies instruction into the literacy block through read alouds, shared reading and writing activities. Part of that prototype involves instituting a system where teachers across the grades are introducing and teaching the same reading strategy every week. These strategies are introduced and will be revisited in a cycle. The implementation of this initiative is supported through staff development meeting. The ELL teachers will also present staff development based in the standards. The ELL teachers will meet for staff development to introduce and support the push in model for each of the three levels of acquisition. They will meet separately with the teachers for the beginner, intermediate and advanced students. We will also schedule our ELL teachers to plan with the classroom teacher in an effort to support the ELL students. The ELL teachers will participate in professional development provided by our LSO (Knowledge Network) ELL/Bilingual Education Program Management Specialist. There will also be specific training for the teachers hired to work in the after school program regarding the format of the two hour program.

Teaching vocabulary to ELL students is a continued focus for professional development. This will provide teachers with strategies for creating rich and varied language experiences and word learning. Teachers will participate in professional development for differentiated instruction. Teachers will look at differentiating instruction thru interest, learning styles and readiness. Teachers will recognize the elements

of differentiated instruction; content, process and product. The six principles of differentiation will be defined and discussed. They are community centered, high expectations with equally respectful tasks, appropriate degree of challenge, and quality curriculum with clear learning goals, ongoing assessment, adjustment and flexible grouping.

Section III. Title III Budget

–

School: 31R018
BEDS Code: 353100010018

| Allocation Amount: | | |
|---|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$14,340.70 | <input type="checkbox"/> 210 hours of per session for ESL and General Ed teacher to support ELL Students: 210 hours x \$49.72 (current teacher per session rate with fringe) = \$10,441.20 10 hours for per session for secretary: 10 hours x \$30.64 (current secretary rate with fringe) = \$306.40 70 hours of per session for supervisor: 70 x \$51.33 (current supervisor rate with fringe) = \$3593.10 |
| Purchased services - High quality staff and curriculum development contracts | N/A | <input type="checkbox"/> N/A |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$659.30 | <input type="checkbox"/> Purchase independent reading books at Fountas and Pinnell levels A – H and paper |
| Educational Software (Object Code 199) | N/A | <input type="checkbox"/> N/A |
| Travel | N/A | <input type="checkbox"/> N/A |

| | | |
|--------------|----------|------------------------------|
| Other | N/A | <input type="checkbox"/> N/A |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a child is registered a home language form is filled out. The forms are available in the language most often required based on the ethnic background of the school community. Based upon a review of these forms letters are sent in the appropriate languages inviting parents to an orientation meeting explaining ESL and ELL programs. They are given an explanation providing them with knowledge to make a choice. The children are given the LAB-R and a program is put in place. The parents of ELL students are invited to participate in after school workshops presented by the ELL teacher and supported by the parent coordinator. A needs assessment is done based on the survey. The survey is also distributed to all ELL families who do not participate in the workshops.

All notices are sent home in appropriate languages. Report cards are sent home with a blank copy of the report cards printed in appropriate languages.

A bilingual ELL teacher and bilingual staff members are called upon to assist with translations. ELL students are placed in classes where bilingual personnel are assigned and with other children with whom they can comfortably communicate.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 18 has an increasing population of Hispanic families with some Chinese and some Urdu. The primary need is Spanish translation. Due to the fact that our Mexican population often speak tribal dialects it is necessary to review all translations done with the aid of computer translation programs. Often what is proper in one dialect is improper in another and sometimes offensive. Findings are reported to the school via surveys, interviews and evaluation of the student's abilities.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.



Written translation services are done using a computer program in addition translation support by school staff and parent volunteers. This procedure is in place and is done in a timely manner. Department of Education forms that can be located on the internet are downloaded and used when ever possible.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.



Oral interpretation services are done by our ELL teacher, two classroom teachers, four paraprofessionals and four parents on the PTA executive board.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.



The school provides parents whose primary language is a covered language with translations of any documents that contain individual student specific information. School secretaries and school aides are knowledgeable of the needs of parents. Forms are readily available in covered languages. All information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, English Language Learner or non-standard academic program, permission slips and consent forms are available in covered languages.

Signs, calendars, directions are exhibited and available in the covered languages.

Workshops are provided during the school day and after school addressing the rights regarding translation and interpretation services in the appropriate covered language by the ELL teacher and parent coordinator with the support of the PTA. All PTA meetings provide translations of all issues addressed in the appropriate covered languages. Outside agencies are invited into the school to provide information addressing the rights and needs of parents. For example, the Health Plus van is regularly invited to the school to provide and inform all parents of the health services that are available.

Section VII of Chancellor's Regulations A-663 regarding notification requirements are addressed using a team effort to assimilate and welcome the families of English Language Learners into our school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|-------------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$381,733 | \$10,706 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$4,500 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$25,099 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$50,197.66 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



Part A: School Parental Involvement Policy

I. General Expectations

John Greenleaf Whittier School, P.S. 18 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- John Greenleaf Whittier School, P.S. 18 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.

To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents involved.

Offer a flexible number of meetings, such as morning, afternoon or evening.

Parents will be encouraged to join and participate on the School Leadership Team and the PTA.

All notices will be translated into a language that parents can understand "to the extent possible".

The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.

- John Greenleaf Whittier School, P.S. 18 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The CEP (Comprehensive Educational Plan) will be available in the Main Office and PTA office for all parents.

Parents will be encouraged to join and participate on the School Leadership Team and the PTA.

A Parent Handbook will be developed and distributed to all parents at the beginning of each school year.

Parents will be notified of special programs and services that are available.

- John Greenleaf Whittier School, P.S. 18 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Provide assistance in analyzing data from assessments and other examples of student work.

Provide assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have been proven effective in addressing the specific instructional issues that have been identified by the school.

Provide assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student's academic achievement.

Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation. Our school participates in a program called "Book of the Month" for all students.

- 4. John Greenleaf Whittier School, P.S. 18 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre –K and Targeted Pre-K, by:

Holding a parent orientation at the beginning of the school year to discuss the pre-k curriculum. To also discuss what parents can do to make their child's first year of school successful.

Throughout the year there will be workshops for the parents, hosted by the pre-k teachers and support staff, the parent coordinator and the ell teacher.

Conferences will be scheduled with parents to update them on their child's progress.

Parents come in and cook, prepare crafts, chaperone trips, share stories about occupations and certain cultural backgrounds with their children.

At the end of the school year parents attend a stepping-up ceremony
During the school year parents attend a Mother's Day Tea, Family Day and other activities.

- John Greenleaf Whittier School, P.S. 18 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

Parents will be given a survey, designed by the school leadership team. This survey will then be tallied and discussed to determine the needs of our school. A plan will then be set into action to address these needs.

- John Greenleaf Whittier School, P.S. 18 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

the State's academic content standards

the State's student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation.

The parents of English Language Learners are offered workshops addressing their needs by the ELL teacher and parent coordinator. Our librarian welcomes parents to participate with their children in an after-school program supporting balanced literacy. All the above is directed at all children in our School-wide Program and in our efforts to meet the States student academic standards.

Parents receive a copy of their child's grow report in the beginning of the school year for 4th and 5th grade students.

The Annual School Report Card is distributed to parents, as well as the parent guide to the Annual School Report Card.

At the beginning of the school year parents will receive a Parent Handbook and will be invited to participate in Curriculum Conferences to discuss what their children will be learning for the school year and what is expected of their child.

All parents have the opportunity to have access to ARIS to track their children's progress.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Student of the Month

Working in hand in hand with teachers on the School Leadership Team

Assisting with the School Safety Plan

Encourage both parents and teachers to become active members in the PTA

Invite teachers and staff to plan and assist PTA functions aimed at developing a strong partnership between parents and teachers

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Holding a parent orientation at the beginning of the school year to discuss the pre-k curriculum. To also discuss what parents can do to make their child's first year of school successful.

Throughout the year there will be workshops for the parents, hosted by the pre-k teachers and support staff, the parent coordinator and the ell teacher.

Conferences will be scheduled with parents to update them on their child's progress.

Parents come in and cook, prepare crafts, chaperone trips, share stories about occupations and certain cultural backgrounds with their children.

At the end of the school year parents attend a stepping-up ceremony

During the school year parents attend a Mother's Day Tea, Family Day and other activities.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.

To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents involved.

Offer a flexible number of meetings, such as morning, afternoon or evening.

Parents will be encouraged to join and participate on the School Leadership Team and the PTA.

All notices will be translated into a language that parents can understand "to the extent possible".

The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the John Greenleaf Whittier School, P.S. 18 on June 1, 2010 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

John Greenleaf Whittier School, P.S. 18, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

John Greenleaf Whittier School, P.S. 18 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

P.S. 18 has implemented the Workshop Model, Balanced Literacy and Everyday Math in all classrooms. Students are regularly assessed using appropriate assessment instruments. Academic Intervention Services, SETSS, Counseling, ESL, P.T., O.T., and Speech and Hearing are available as needed. Materials are purchased and made available to support children to meet the State's proficient and

advanced levels of student academic achievement. The school has a Robin Hood Library in addition to classroom libraries and technology in every classroom. Differentiation of instruction is a priority in all classrooms. Curriculum mapping is based upon the most current versions of the State Standards. Class size is a major priority. Average class size is kept as close to 20 students as funding allows

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-Teacher Conferences will be held after the distribution of the first report card in the Fall and again after the second distribution of the report card in the Spring.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.
 - To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents involved.
 - Offer a flexible number of meetings, such as morning, afternoon or evening.
 - Parents will be encouraged to join and participate on the School Leadership Team and the PTA.
 - All notices will be translated into a language that parents can understand "to the extent possible".
 - The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet with teachers during Parent-Teacher Conferences, they may stop in the office at any time to schedule an appointment with their child's teacher – the appointment can be scheduled before or after school and during the teacher's preparation period.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents have been trained as Parents as Educators and volunteer to work with students during the school day
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Support the "Uniform Policy".
- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Will sign a student contract which describes my role and responsibilities for the school year.
- Read at least 25 books throughout the school year.
- Attend school every day and be on time.

SIGNATURES:

_____ PARENT(S) _____ STUDENT _____
 SCHOOL

_____ DATE _____ DATE _____ DATE _____

(Please note that signatures are not required)

School – Parent Compact

School Name: P.S. 18

The school and parents working cooperatively to provide for the successful education of children agree:

| The School Agrees | The Parent/Guardian Agrees |
|--|--|
| To convene an annual meeting of parents to inform them of the funded programs* and how they are expected to contribute. | To become involved in developing, implementing, evaluating and revising the school parent-involvement policy with regard to all funded programs. |
| To offer a number of meetings at various times and to work with parents to support their involvement in all parenting initiatives. | |

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to:

School Profile - pages 10 and 11 - 2009-10 Title I Status

Needs Assessment - pages 12 and 13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM - page 21

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P.S. 18 with the support of a United Activities Beacon Program and an OST offers two after school programs, Homework Helper, and ELL Homework Helper for students in kindergarten through grade 5. Students have the opportunity to visit our Robin Hood School Library 3 days a week after school to utilize the multimedia center for research and test preparation; as well as Read-Alouds for the younger students. P.S. 18 and United Activities Unlimited offers a summer academic and recreational program to support additional students. (based on the availability of funding)

o Help provide an enriched and accelerated curriculum.

P.S. 18 provides differentiation of instruction in every classroom. Students work in groups and independently and are challenged at every level. Our curriculum is integrated and supported with specific science, social studies, math, art and music strategies. Physical education supports the body as well as the mind. Children First Network will support this initiative.

o Meet the educational needs of historically underserved populations.

P.S. 18 is in a high poverty area. We have a high mobility rate, as well as, an influx of many English Language Learners. P.S. 18 has historically been a school rich in community and tradition. P.S. 18 is at the center of the West Brighton community. Its staff are all “highly qualified.” P.S. 18 was one of the first Staten Island schools to incorporate Balanced Literacy and the Workshop Model. P.S. 18 has been a model for other schools. P.S. 18 has a collaboration with each of the Island’s colleges. We help train college students each year. Those students are always eager to start their careers as teachers at P.S. 18.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The needs of low academic achieving children are addressed with academic intervention services, special education, teacher support, speech, hearing and vision, occupational therapy, physical therapy, and general education counseling as well as mandated counseling and mandated paraprofessionals. We have a “Bullying” program to address discipline issues as well as reward programs for our children. P.S. 18 has parent volunteers certified to assist children needing support in reading. A local high school provides P.S. 18 with co-op students who support teachers in the classroom. P.S. 18 is a Beacon School, we have two offices that provide social services to the community as well as after-school support. They work in collaboration with the school to support our school and community.

o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 18 has always been consistent in implementing State and local initiatives. An introduction of the new Common Core State Standards will begin in the 2010-11 school year.

For the 2009-2010 school year P.S. 18 chose Core Knowledge (Knowledge Network). This LSO provided the children with extensive knowledge and experiences necessary to ensure the success of all children. Some of these initiatives will continue with the new Common Core State Standards which will begin in the 2010-11 school year. Core Values will be introduced throughout the school year – these core values include the development of character citizenship, compassion, cooperation, courage, faith, health and fitness, honesty, perseverance, positive attitude, resourcefulness, respect and responsibility

3. Instruction by highly qualified staff.



In the 2007-08 school year PS 18 joined the Knowledge Network and introduced Core Knowledge to all grades integrating social studies into the Literacy block while continuing to focus upon the implementation of the New York State standards. Professional development, supported by our UFT Teacher's Center Literacy Coach and Core Facilitator, permitted us to require teachers to regularly attend professional development to support this initiative. The initiative included curriculum mapping, grade planning, following a protocol, Balanced Literacy and the workshop model, modeled writing, writers and reader's workshop, Core Knowledge, integrating social studies, math, science, music and art. The use of Everyday Math in grades pre-K-5, with the support of our math coach has been extremely successful. Students exposed to Everyday Math starting in grade 1 have scored 3's and 4's on the third and fourth grade standardized test. The Delta, Foss – Hands-On Inquiry Based Curriculum in Science was introduced in Grades k-5. Core Knowledge has created an integrated learning experience for our children. Many of them have had extremely limited experiences in their young lives. Core Knowledge has given them "language". To hear a first grader tell you everything about Ancient Egypt is extraordinary.

In the spring and summer of 2009 almost every staff member was involved in professional development with the Knowledge Network in preparation to support the implementation of Core Knowledge Year III. There has been a steady and marked improvement in our standardized test scores due to the initiatives that have and will continue to be introduced and supported based upon the new Common Core State Standards. The support of the Knowledge Network was invaluable. We had also become a school with a UFT Teacher Center which was supported by our literacy coach, who functioned in this dual position. The Teacher Center provided additional professional development, materials, technology and mentoring. Due to budget cuts the UFT Teacher Center will be available to teachers after school hours by qualified staff members.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.



Core Knowledge began professional development and training of staff June 2007. The Children's First Network will provide professional development as needed. P.S. 18 had both a highly qualified literacy and math coach who lead the instructional team. As part of that responsibility they identified the needs of staff in relationship to staff development. Professional development has addressed and reinforced all aspects of the Workshop Model and balanced literacy, the writing process, academic interventions, and assessments (DRA, WRAP, Fountas and Pinnell, Wilson, Foundations, Voyager Passport, Princeton Review, NYStart and Grow Report, running records, conferencing, and Achieve It in literacy and math, implementation and philosophy of Core Knowledge). Due to budget cuts we no longer have our coaches, our Inquiry Teams will collaboratively address as many of the above initiatives in the 2010-11 school year to meet the needs of the children. Presentations have included speech, OT, PT, school nurse, AIDS, drug abuse, child abuse, bullying, record keeping, assessment binders, portfolios, and curriculum mapping. Paraprofessionals have been trained in academic intervention programs. Parents participated in the development of the school handbook, attended literacy and math workshops with the parent coordinator, literacy and math coaches. The parents of English Language Learners are offered workshops addressing their needs by the ELL teacher and parent coordinator. Our librarian welcomes parents to participate with their children in an after-school program supporting balanced literacy. All the above is directed at all children in our School-wide Program and in our efforts to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



In an effort to attract highly qualified teachers P.S. 18 has traditionally cooperated with the three Staten Island colleges to provide their students with in-school experiences. We have student observers and student teachers. Many of our highly qualified teachers have come from these programs. In addition P.S. 18 is very selective when employing substitute teachers. Traditionally many of the substitutes we employ become a permanent part of the staff.

6. Strategies to increase parental involvement through means such as family literacy services.



Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation. Parents participate in a number of workshops addressing issues such as ARIS, health, Dial - A - Teacher and numerous family services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



P.S. 18 has three full day Pre-K classes. These classes are supported by a teacher, paraprofessional, a family assistant, and social worker. P.S. 18 also has a partnership with Richmond Early Learning, Castle Day Care and the YMCA Pre-School Programs. They are traditionally invited to bring their children to visit P.S. 18 in preparation for entrance to kindergarten. Richmond Early Learning traditionally has their stepping-up ceremony in our auditorium in June

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



P.S. 18 has several Inquiry Teams and a pupil personnel team. Inquiry teams are grade specific, while the PPT team is made up of administrators and teachers representing lower, middle and upper grades as well as teachers providing mandated SETSS programs and academic intervention. Academic assessment is a major priority. Specific methods of instruction, intervention, programs and materials are reviewed and revisited on an ongoing basis.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



Students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement are assessed on a regular and consistent basis using instruments that are appropriate. Data regarding students in grades 1-5 in literacy is gathered four times a year by administering a running record to determine a student's independent reading level according to Fountas and Pinnell. This data is analyzed to differentiate instruction. Other assessment instruments include ECLAS2, WRAP, DRA, Acuity, ARIS Quick Start Reports, Breakthrough to Literacy, Lexia Phonics and Reading, Orchid Guided Reading, Orchid Math, Everyday Math assessments, Exemplars in Kindergarten, and Grade 1, Skill Practice Complete assessment in Grade 1 and Larson's Math in all grades, the standardized reading and math results, conferencing and running records, portfolios provide indications of progress and the need for intervention. Teachers are required to hand in writing samples representative of the writing process. Students with IEP's have their plans reviewed and revisited appropriately.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



Funding

- Title I School Wide Projects – used to reduce class size, early intervention, partial cluster position, guidance and professional development
- Title I SWP ARRA SWP - used for per session (professional development) and 8.93% of Assistant Principal's salary
- Title IIA Supplemental- Reduce class size
- Contract for Excellence– guidance counselors, lower grade AIS teacher professional development
- Title III – English Language Learners
- AIDP – school aide attendance intervention
- TL Children First Funding – Pay for services provided by LSO, professional development, classroom teacher
- TL Fair Student Funding -.classroom and cluster teachers, 5 teacher (band , chorus and recorders), counseling, academic intervention, ELL
- IDEA – mandated counseling, mandated speech, SBST
- Universal Pre-K and TL and Title I Targeted Pre-k – 3 pre-k classes, 3 paraprofessionals, support staff

Programs

- Child Abuse – Child Abuse Prevention Program supported by ACS, DA's Office and Safe Horizons
- Crisis Management – Department of Education
- Crisis Prevention – Department of Education
- Crisis Response in the school setting - – Department of Education

- Trauma Intervention and Violence Prevention in schools – FEMA
- AIDS Curriculum – Department of Education
- Operation Respect (Anti Bullying, Don't Laugh At Me, Educators for Social Responsibility) – Peter Yarrow (Peter, Paul and Mary)
- Suicide Prevention – Crisis Management Institute
- Open Airways Asthma Program – Department of Health

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For

example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|---|------------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| C4E | State | Yes | | | \$176,653.00 | True | Goal 1 & 2 |
| Title I, Part A (ARRA) | State | Yes | | | \$10,706.14 | True | Goal 1 & 2 |
| IDEA | State | Yes | | | \$107,958.22 | True | Goal 1 & 2 |
| Title II | Federal | Yes | | | \$110,435 | True | Goal 1 & 2 |
| Title I, Part A (Basic) | State | Yes | | | \$373,633 | True | Goal 1 & 2 |
| Tax Levy | Local | Yes | | | \$3,671,038 | True | Goal 1 & 2 |

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

As indicated in our AIS plan, we will use Title 1 funding to provide academic intervention services to all eligible students. We will use research based programs that will remediate areas in need of improvement. Please refer to the CEP for a description of our AIS plan. The team members will also provide classroom teachers with Tier I strategies that can be used when working with small groups/differentiating instruction.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Our school goals are a reflection of what summative data has revealed. Currently, we are working on servicing all eligible students who need to show improvement in ELA and Math. We are specifically looking at our IEP/ LEP population. Please refer to our school plan/goals.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Our school has established an ELL Academy for our Limited English Proficient Students. The ELL Academy program is structured around researched based methodology that incorporates enrichment and art to the core curriculum. The ELL Program promotes student engagement through the arts, language acquisition through technology and dramatic play, and enhances reading comprehension through focused small group lessons using ESL program; AfterSchool Achievers. This afterschool program supports the core instruction through ESL Methodologies and the language development.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Technology is used during the regular school day and after school. We are currently using Achieve 3000. We received a license for each student that would allow them to utilize "Achieve 3000". Achieve 3000 serves as a researched based technology program that focus on enhancing ELA standards.

c. Minimize removing children from the regular classroom during regular school hours;

We limit teacher removals and suspensions as much as possible to ensure maximum student achievement.

4. Coordinate with and support the regular educational program;

We are committed to ensuring that our educational program meets the needs of all our learners. *Our Title 1 money is used to supplement our educational programs. We use funding to provide additional supplemental materials that can enhance and support our instructional focus/goals.*

5. Provide instruction by highly qualified teachers;

We currently have 100% of our teachers identified as highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

We have allocated money to provide professional development for all our teachers. Our professional development activities will help increase teacher knowledge, and support our educational program in reading, writing, mathematics, and the integration of the Common Core State Standards. Through professional development opportunities teachers will enhance their ability to examine data in an effort to differentiate instruction.

7. Provide strategies to increase parental involvement; and

It is our goal that parents participate in our Title 1 workshops and activities. We will be hosting workshops as outlined in the parent compact.

8. Coordinate and integrate Federal, State and local services and programs.

We have an after school program that is provided by United Activies Unlimited, which is an OST/ Beacon Program.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 9 students in temporary housing at PS 18

2. Please describe the services you are planning to provide to the STH population.

Students receive at-risk counseling in small groups and individually to address academic, educational and emotional concerns. Teacher keeps in contact with guidance counselor on classroom incidents, academic progress, etc. School keeps in contact with numerous family shelters on Staten Island.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R018_012111-102222.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|----------------------------|
| Network Cluster 303 | District 31 | School Number 018 | School Name P.S. 18 |
| Principal Mr. Robert Rodriguez | | Assistant Principal Mrs. JoAnne Carroll | |
| Coach Mrs. Donna DeSantis | | Coach | |
| Teacher/Subject Area Mrs. Mayra Nicchio/ESL | | Guidance Counselor Mr. Michael Enright | |
| Teacher/Subject Area | | Parent | |
| Teacher/Subject Area | | Parent Coordinator Mr. Don Marbury | |
| Related Service Provider | | Other | |
| Network Leader Ms. Kathy Lavin | | Other | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 642 | Total Number of ELLs | 54 | ELLs as Share of Total Student Population (%) | 8.41% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey and are interviewed in English or their native language, where possible. These surveys and interviews are conducted primarily by our ELL teachers, Mayra Nicchio and Diane Milgrom. These teachers also administer the LAB-R to assess whether or not students are eligible to participate in our ELL program. The ELL teachers also conduct the parent orientation meeting where they explain the three program choices to the parents. During this meeting, Parent Survey and Program Selection forms are filled out. We call parents and conduct multiple meetings to ensure that every parent understands their choice.

The data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a Second Language (ESL) program. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. Our school has also experienced an increase in Spanish speaking children who are newcomers to this country. We provide extra support for these children by pairing them with a student who speaks their dominant language who is more familiar with P.S. 18. There continues to be little interest in creating a bilingual class. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |

| | | | | | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|--------------------------------------|----|
| All ELLs | 54 | Newcomers (ELLs receiving service 0-3 years) | 42 | Special Education | 19 |
| SIFE | | ELLs receiving service 4-6 years | 12 | Long-Term (completed 6 years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | | | 0 | | | 0 | | | 0 |
| Dual Language | 0 | | | 0 | | | 0 | | | 0 |
| ESL | 42 | 0 | 13 | 12 | 0 | 6 | 0 | | | 54 |
| Total | 42 | 0 | 13 | 12 | 0 | 6 | 0 | 0 | 0 | 54 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| |
|---|
| Dual Language (ELLs/EPs) K-8 |
|---|

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: | Asian: |
| Native American: | White (Non-Hispanic/Latino): |
| | Hispanic/Latino: |
| | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 14 | 14 | 5 | 5 | 4 | 6 | | | | | | | | 48 |
| Chinese | | 1 | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | | | | | | | | | | | | | 1 |
| Urdu | 1 | | | | | | | | | | | | | 1 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | 1 | | | | | | | | 2 |
| TOTAL | 16 | 15 | 6 | 5 | 5 | 7 | 0 | 54 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Currently, we have one full time teacher and one teaching three days a week. This staff allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. It also allows us to provide transitional services to students who recently passed the NYSELAT. Our classroom teachers are focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding. This will allow us to provide the mandated 360 minutes of ELL instruction which is necessary for the beginner and intermediate students. We do have a mixed proficiency group due to the low number of beginner and intermediate students in grades two through 5. Our advanced students receive 180 minutes of instruction per week. Our classroom teachers are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ELL student's vocabularies.

In our ELL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We have added a large amount of material to the program. We have also integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. These are addressed through our strategies of the week instruction. We have enriched our curriculum by incorporating the Good Habits, Great Readers program, Houghton Mifflin Social Studies and Foss science kits into daily instruction. We also have new computers in the classrooms in order to support instruction. Our ELL teachers use their leveled classroom library and our teacher's resource room to provide the children with a literature rich environment which crosses the content areas.

At P.S. 18, we will continue to implement the Freestanding English as a Second Language program. Our intermediate and advanced students will be clustered together in classes in order to implement our push in program. Our ELL teachers have state certification. We do not have a bilingual program at P.S. 18. We also do not have any SIFE or long term ELL students in our school this year. Our plan for ELLs receiving service 4-6 years is to have provide additional support through AIS intervention. We also group our special needs students together in a small group in order to facilitate individualized instruction.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

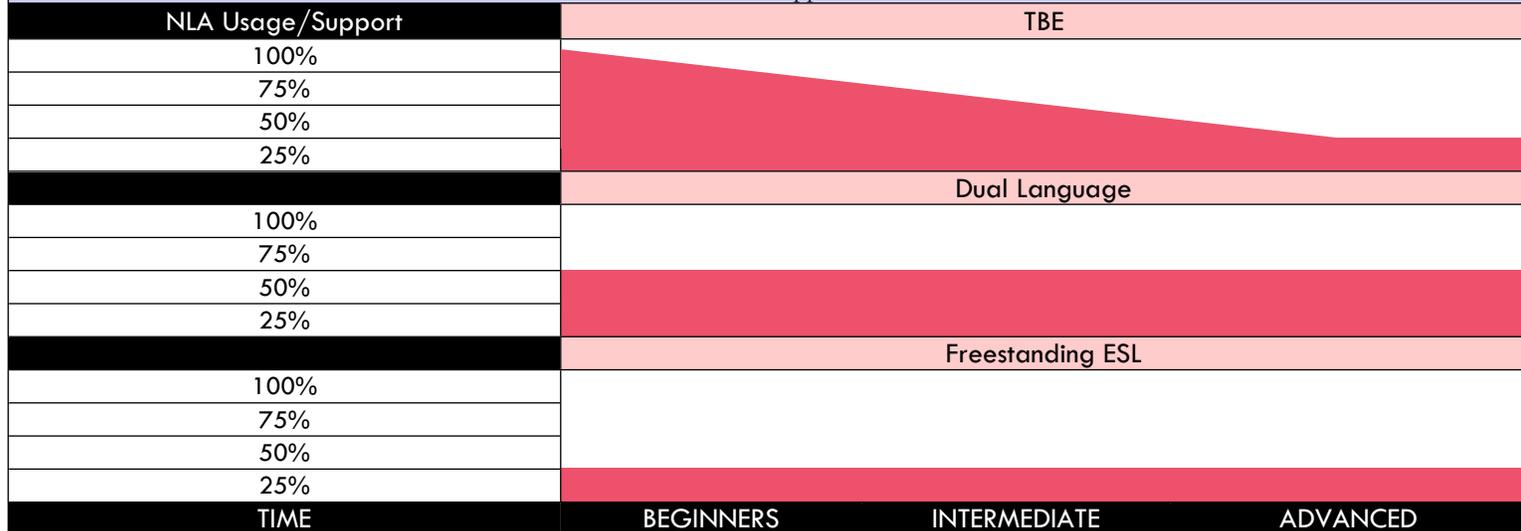
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our data indicates a number of implications for instruction. We must focus more on our beginner and newcomer students. During the 2010-2011 school year, we have seen an increase in our ELL population. Spanish speaking students who attended our full day PreK program before kindergarten passed the LAB-R and were not eligible for ELL services. We will continue to focus on our beginners pulling them out during morning literacy instruction for intensive instruction intended to support the ELL student in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also propose to institute a buddy system within the classrooms where ELL students work closely with their English Proficient counterparts to increase their language development. Instead of the afterschool program we have had in the past, we also plan to institute a Saturday Academy which we feel increases the opportunities for our ELL students to become proficient more quickly. ELL students have the opportunity to receive support with their homework through the United Activites Unlimited prgram. All ELL studetns are afforded equal access to all programs in the school. This year, we have received a grant which has put new computers into our classrooms. Teachers are using the Breakthrough to Literacy program in kindergarten and grade 1 while upper grade teachers are using the Achieve 3000 program to support students literacy instruction.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 18 does not have a dual language program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development the teachers will receive this year will be at no cost to the Title III program. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments – these designations can assist teachers in differentiating instruction for their students. We will continue to focus on implementing a structured prototype during balanced literacy. Part of that prototype involves instituting a system where teachers across the grades are introducing and teaching the same reading strategy every week. The implementation of this initiative is supported through staff development meeting. The ELL teachers will also present staff development based in the standards. The ELL teachers will meet for staff development to introduce and support the push in model for each of the three levels of acquisition. They will meet separately with the teachers for the beginner, intermediate and advanced students. We will also schedule our ELL teachers to plan with the classroom teacher in an effort to support the ELL students. The ELL teachers will participate in professional development provided by our network. We will also be offering the minimum 7.5 hours off ELL training for our staff through UFT teacher's Center.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our parent coordinator has established a communication system to meet the needs of our parents. He conducts meeting and workshops to inform them about ways they can support their students learning. The parent coordinator also translates all documents for the parents so they can understand what is going. We also have a open door policy to address parent needs. Our new principal, Mr. Rodriguez, conducted a meeting at the beginning of the school year to provide the parents the opportunity to discuss their concerns about the school. We have a partnership with United Activities Unlimited. They provide an after school program for our students.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 16 | 7 | 2 | 1 | 0 | 2 | | | | | | | | 28 |
| Intermediate(I) | 0 | 7 | 2 | 2 | 2 | 0 | | | | | | | | 13 |
| Advanced (A) | 0 | 1 | 2 | 2 | 3 | 4 | | | | | | | | 12 |
| Total | 16 | 15 | 6 | 5 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 0 | 4 | 1 | 4 | 0 | 0 | | | | | | | |
| | I | 0 | 6 | 1 | 3 | 2 | 2 | | | | | | | |
| | A | 0 | 1 | 2 | 0 | 3 | 4 | | | | | | | |
| | P | 0 | 3 | 2 | 0 | 1 | 1 | | | | | | | |
| READING/ WRITING | B | 0 | 4 | 1 | 4 | 0 | 0 | | | | | | | |

| | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|
| | I | 0 | 6 | 1 | 3 | 2 | 2 | | | | | | | |
| | A | 0 | 1 | 2 | 0 | 3 | 4 | | | | | | | |
| | P | 0 | 3 | 2 | 0 | 1 | 1 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 1 | 3 | 0 | 1 | 5 |
| 5 | 1 | 5 | 0 | 0 | 6 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 5 |
| 5 | 0 | 0 | 2 | 1 | 2 | 0 | 1 | 0 | 6 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 6 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|--------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

We use the ECLAS-2 assessment in grades K through 3. We use the DRA reading assessment in grades 4 and 5. We use the Teacher's College running record in grades kindergarten through grade 5. We use this data to inform instruction and differentiate. This information totally drives our instruction. The Laguer Allocation policy team identified a number of patterns in the student's results. Writing is consistently the area of greatest weakness for the majority of our ELL population. Reading is the next area of concern with a majority of students scoring below level. The strengths of our students were listening and speaking. We found these trends to be consistent across the grades. This information guides our instruction. The classroom teachers, ELL teachers and administration analyze the ELL periodic assessments to determine next steps for our students. A number of our ELL students are part of the inquiry process to improve instruction. We evaluate the success of our ELL program by not only looking at the NYSESLAT results but through the evaluation of the whole child and daily assessments of the students.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 018 John G. Whittier | | | | | |
| District: | 31 | DBN: | 31R018 | School | | 353100010018 |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|--|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | | |
| | K | v | 4 | v | 8 | 12 | | |
| | 1 | v | 5 | v | 9 | Ungraded | v | |
| | 2 | v | 6 | | 10 | | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 54 | 54 | 54 | | 89.5 | 91.2 | 91.1 |
| Kindergarten | 81 | 98 | 100 | | | | |
| Grade 1 | 96 | 94 | 106 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 86 | 91 | 103 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 82 | 83 | 95 | | 89.0 | 88.1 | 86.3 |
| Grade 4 | 71 | 94 | 85 | | | | |
| Grade 5 | 93 | 71 | 87 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 84.2 | 93.2 | 93.2 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 10 | 261 | 18 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 9 | 8 | 13 | Recent Immigrants - Total Number: | | | |
| Total | 572 | 593 | 643 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 7 | 2 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 75 | 69 | 82 | Principal Suspensions | 2 | 35 | 33 |
| # in Collaborative Team Teaching (CTT) Classes | 64 | 63 | 64 | Superintendent Suspensions | 10 | 14 | 7 |
| Number all others | 39 | 30 | 36 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 54 | 56 | 59 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 18 | 20 | 9 |
| # receiving ESL services only | 52 | 40 | TBD | | | | |
| # ELLs with IEPs | 8 | 16 | TBD | Number of Educational Paraprofessionals | 5 | 2 | 14 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 79.6 | 82.1 | 88.1 |
| | | | | % more than 5 years teaching anywhere | 63.0 | 62.5 | 79.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 96.0 | 95.0 | 96.6 |
| American Indian or Alaska Native | 0.7 | 0.5 | 0.5 | % core classes taught by "highly qualified" teachers | 98.9 | 92.2 | 100.0 |
| Black or African American | 44.6 | 41.8 | 43.4 | | | | |
| Hispanic or Latino | 46.0 | 46.0 | 43.7 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.7 | 2.5 | 2.0 | | | | |
| White | 6.3 | 8.1 | 10.1 | | | | |
| Male | 53.5 | 51.4 | 51.9 | | | | |
| Female | 46.5 | 48.6 | 48.1 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | | |
|--|-------------------------------|--|----------|-------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | v | v | | | | |
| Hispanic or Latino | v | v | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | - | - | - | | | |
| Multiracial | - | - | | | | |
| Students with Disabilities | v | v | | | | |
| Limited English Proficient | - | - | - | | | |
| Economically Disadvantaged | v | v | | | | |
| Student groups making | 5 | 5 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 42.6 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 6.6 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 6 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 29.5 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 0.5 | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf